

Appendix C

Accommodations Guidance

Introduction

A major goal of policy makers is to ensure educational opportunities for all students. It is equally important to measure the true progress of all students as they work to obtain success with the academic standards. Therefore, the participation of students with disabilities and students with limited English proficiency in required state assessments and the inclusion of their scores in related reports are important. Participation of these students in the required state assessments will vary; however, all students who expect to receive a high school diploma – including students with disabilities – must participate in assessments and are subject to the graduation requirements.

The No Child Left Behind Act of 2001 (NCLB) requires that assessments are accessible and provide all students with the opportunity to demonstrate what they know and are able to do. The reauthorization of the Individuals with Disabilities Education Improvement Act in 2004 (or IDEA '04) required states to incorporate the principles of universal design for learning (UDL) in the development of test questions and administration of tests for accountability purposes under NCLB.

How does universal design for learning (UDL) impact assessment?

Universal design for learning (UDL) refers to the creation of assessments that allow greater access for all users. The effect of race, gender, disability, or language barriers on test results is greatly reduced through the incorporation of UDL principles during the construction of the test. When instituted appropriately, there are fewer requests for accommodations as the items are more accessible for all students. An assessment that is designed with the concept of UDL as its framework permits valid inferences about the performance of students with diverse characteristics and is inherently more equitable for all users. This concept has been applied to the assessments used by the Indiana Department of Education (IDOE) as part of the requirements of NCLB and IDEA 2008. As assessment move towards becoming more consistently administered online, accommodations and universal design considerations may change.

Instructional Practices and Assessment Resources for All Students

Particular resources and strategies that are used during instruction are also allowable for all students with regard to assessments, and therefore are not considered accommodations. In order to apply one or more of these particular resources and strategies to the testing situation, it is required that a student implements them routinely outside of the testing situation within the core academic content area being assessed.

Allowable Resources and Strategies for ALL Students:

- Student allowed to use special furniture or equipment for viewing test
- Student provided preferential seating
- Student allowed to use headphones to block out distractions
- Student allowed to use lined paper turned sideways to help align math problems
- Student allowed to use a low-tech assistive writing instrument

Built-in Online Assessment Tools for ALL Students:

ISTEP+ Applied Skills and Multiple-Choice Assessments, as well as IREAD-3 and ECAs, have online tools that are available for all students.

➤ ISTEP+ Applied Skills

- Highlighter – when selected, the pointer changes to a highlighter pen permitting the student to highlight specific text
- Eraser – the eraser tool can be used to remove highlights that were added to the text
- Mark for Later Review – used to mark any question the student would like to review later

➤ ISTEP+ Multiple-Choice

- Option Eliminator – this tool permits the student to cross out an answer choice, marking it as incorrect
- Highlighter – when selected, the pointer changes to a highlighter pen permitting the student to highlight specific text
- Eraser – the eraser tool can be used to remove highlights that were added to the text
- Mark for Later Review – used to mark any question the student would like to review later
- Grade Specific Tools
 - Grade 3: 1/2 inch ruler and a centimeter ruler
 - Grade 4: 1/8 inch ruler and a centimeter/millimeter ruler
 - Grade 5: 1/8 inch ruler, a centimeter/millimeter ruler and a protractor
 - Grades 6-8: 1/8 inch ruler, a centimeter/millimeter ruler, a calculator (for specified calculator sessions), a Reference Card, and Response Grids (for gridded-response math items)

➤ IREAD-3

- Option Eliminator – this tool permits the student to cross out an answer choice, marking it as incorrect
- Highlighter – when selected, the pointer changes to a highlighter pen permitting the student to highlight specific text
- Eraser – the eraser tool can be used to remove highlights that were added to the text

➤ ECAs

- English I0 and Biology I
 - Highlighter– When this tool is selected, the pointer changes to a highlighter pen, permitting the student to highlight specific text

- Option Eliminator– This tool permits the student to cross out an answer choice, marking it as incorrect
- Bookmark– A student can utilize this feature to mark any question for later review
- Algebra I – Includes all of the tools above for English 10 and Biology I, in addition to a Math Reference Sheet and a calculator

Accommodations

What is an accommodation?

An accommodation is a change in the standardized testing materials or procedures that enables students with a disability or a language deficiency to participate in an assessment in a way that measures abilities. An accommodation does not change the concept being measured. Testing accommodations are designed to “level the playing field” during the testing situation or to achieve “assessment parity” for all students regardless of disability or language deficiency. Information regarding accommodations is contained within this appendix. Also, refer to the *Accommodations Resource Guide and Toolkit*, which is located in the “Additional Resources” section of each assessment on the web, for more information.

Students with disabilities, students receiving special education services, and students who are Limited English Proficient (LEP) may be entitled to assessment accommodations. These accommodations must be documented formally in the student’s educational record in one of the following ways:

Students with Disabilities Accommodations

Public Schools

- **Individualized Education Program (IEP)** – For students with disabilities served under IDEA receiving special education services.
- **Section 504 Plan** – Section 504 of the Rehabilitation Act of 1973 requires public schools to provide accommodations to students with disabilities even if they do not qualify for special education services under IDEA.

NonPublic Schools

- **Individual Service Plan (ISP)** - A nonpublic school student with a disability receives special education and related services from the public school in accordance with a **service plan**. A service plan is similar to an IEP, but does not contain all of the components of an IEP.
- **NonPublic Schools Section 504 Accommodation Plan**
 - If a student has an Individual Service Plan (ISP), but the ISP does not include accommodations, the nonpublic school may develop a Section 504 Accommodation Plan to provide accommodations for the student.
 - If the student does not have an ISP, the nonpublic school may develop a Section 504 Accommodation Plan *if the student qualifies as a student with disabilities under Section 504*.

English Learner Accommodations

- **Individual Learning Plan (ILP)** - The ILP is a specialized plan that included accommodations for each Limited English Proficient student who has been identified on the Placement assessment as a Level 1-4. Accommodations for state assessments are permitted for students who are Limited English Proficient at levels 1-4 (refer to pages 18-22 of this appendix).

Temporary Accommodations

- **Emergency / Temporary Accommodation Plan 5-2-4 (b)** – School corporations may provide testing accommodations to a student with a temporary disability, such as a broken arm, when that condition prevents the student from assessment participation in the manner in which the student would normally participate.

The *Assessment Accommodations* charts which follow provide allowable accommodations a student may use during the required state assessments. ***Each accommodation should be one with which the student is familiar and uses on a regular basis in his/her educational program.***

How will schools document which accommodations are used during the required state assessments?

If a student uses an accommodation on a state assessment that is required to be reported, it is noted in the barcode data file or on the *Student Information Questionnaire (SIQ)*. Specific directions for coding the SIQ are provided within the *Assessment Accommodations* charts.

Will the results of tests taken with accommodations (including students with disabilities and students who are Limited English Proficient) be included in aggregate assessment results?

Yes. One significant issue to be addressed by educators is the individualized determination of each student's necessary accommodations and the effect or impact of those accommodations on test results. Assessment accommodations may have a different impact on the general validity of the assessment depending upon, among other things, whether the test is referenced to national norms or specific educational criteria. For this reason, allowable accommodations, when applied during the assessment, must be documented in the barcode data file or indicated on the *Student Information Questionnaire (SIQ)* to aid in the disaggregation of state and local data.

The results of required state and local assessments are reported annually according to the following categories:

1. All students tested.
2. General education students who tested with a permissible accommodation(s).
3. General education students who tested without accommodation(s).
4. Special education students who tested with a permissible accommodation(s).
5. Special education students who tested without accommodation(s).
6. Limited English Proficient students who tested with a permissible accommodation(s).
7. Limited English Proficient students who tested without accommodation(s).

Use of a Scribe

How may a scribe be used?

Scribing is an accommodation used with students who are unable to provide written answers for class work, and therefore, in the test book. When a student's educational plan indicates that a response is to be scribed, the test administration must be conducted one-on-one so as not to interfere with the standardized testing of other students.

In lieu of using a human scribe, several speech-to-text software programs exist that could be used to record the student's response¹. A student should use assistive technology (AT) devices in a testing situation only if the student uses the device(s) in the classroom and is able to independently use the accommodation. If the AT device is not conducive to an individual student's needs, a human scribe can be used, given time to practice prior to entering the testing session.

The scribe should be familiar with the student's vocabulary, spelling and grammar skills. Unless the student is also eligible to have the assessments read, the student must read the test directions, questions, and response options on his or her own.

The directions below outline the procedure for using a scribe:

1. For multiple-choice or gridded-response items, the student must point to (or otherwise indicate) the desired response option (i.e., eye gaze, head pointer, etc.).
2. Once the student makes his/her selection, the scribe will mark the indicated answer choice and have the student check for accuracy.
3. For constructed-response items, the student may dictate the answer to the scribe. The scribe, in return, records the response one of two ways:
 - a. Writes the answer while prompting for spelling when uncertain as to whether a word is within the student's vocabulary or spelling skill level; or
 - b. Types the student's response onto a computer (with spell check and grammar check disabled) while the student watches on the screen.

In either scenario, the student must review what the scribe has written to ensure accuracy and approval before advancing to the next question.

4. The scribe may not coach or correct the student on:
 - a. the meaning of a word,
 - b. the spelling of a word, or
 - c. the punctuation of a sentence.
5. Capitalization or punctuation should not be included in the written responses unless instructed to do so by the student.
6. Every time the student pauses, the scribe should begin writing on a new line. No presumption should be made as to whether the pause is indicative of a comma or other mark of punctuation unless so instructed by the student.

¹ The use of a software program to transfer the student's spoken words to text would need certain assurances and parameters in place. Those restrictions are explained in detail under the question: *When and how much technology can be used during the administration of required state assessments?*

7. When the student has finished dictating, the written text is presented to the student for review. The student can indicate any necessary punctuation or capitalization. The student may also instruct the scribe to make other changes or additions (such as moving a sentence into another paragraph, adding an additional word or phrase, or correcting a spelling error).
8. Each scribed response should begin with the word “Scribe” in the response field.

Use of Assistive Technology

When and how much assistive technology may be used during the administration of required state assessments (other than online testing)?

Access to technology may be provided for those students with a documented need when the student uses that technology on a regular basis within his/her educational program (including testing situations).

Due to test security and the technological literacy of students, there are many parameters that must be followed when using technology devices during testing situations.

- The test administrator, proctor, and School Test Coordinator must be aware of any technology-based accommodations.
- Extra batteries and back-up equipment, when possible, should be prepared prior to the start of the test session.
- Separate testing rooms for students taking the required state assessment with the aid of technology may need to be arranged.

In order to use technology (other than online testing or computer-generated responses) during a required state assessment administration, the Corporation or School Test Coordinator **must submit a request for approval** to the Indiana Department of Education, Office of Student Assessment using the **Request for Non-Standard Assessment Accommodation** form (see *Appendix B*) by the date specified on the form.

What are the requirements when using technology (other than online testing) during the administration of state assessments?

1. The computers used must be disabled from any network or internet connection, including connections to any type of electronic distribution access, such as electronic mail, during the testing situation.
2. The test coordinator or proctor must be able to see the monitor or screen of the device being used at all times.
3. The software used with the technology device must have the spell check, grammar check, the thesaurus and any other tool functions disabled.
4. The software used with the technology device must have the capacity to either be password coded or have the student locked out from the help functions throughout the assessment.

5. For Computer-Generated Responses, “NSR” (non-standard response) must be written in the corresponding response field in the student’s assessment book. For ISTEP+ Applied Skills, the “CGR” bubble must also be marked on the student data grid. Student answers must be printed at the end of the test session and may not be saved electronically; hard copies should be placed into the student’s test book inside the back cover. The School Test Coordinator must also keep a hard copy of the student response at the local level. Refer to the *Test Coordinator’s Manual* for more details.
6. At the conclusion of the test sessions each day, the device must be examined to ensure that none of the test components or the student’s responses are stored on the device. In addition, a hard copy of the student’s responses must be made and filed, as outlined in the *Test Coordinator’s Manual*.

What resources are available to help determine the use of Assistive technology?

PATINS Project Technology Skills Checklists (<http://www.doe.in.gov/sites/default/files/assessment/2012-01-patins-accomodations.pdf>)

Built-in Online Assessment Accommodations for Students with Disabilities and English Learners

All of the assessment tools listed earlier in this chapter are available to ALL students. Students with disabilities or Limited English proficiency may also access to the following online accommodations if identified in the student’s formal plan:

➤ ISTEP+ Applied Skills, ISTEP+ Multiple-Choice, IREAD-3

- Screen Reader – For students with a read aloud accommodation, a screen reader is available. The screen reader will only read those items that are allowed to be read, and the student can stop the reader at any time. Reading speed and volume can also be controlled by the student. For standardization purposes, when the screen reader is available it **must** be used in lieu of a human reader. Standardization is an essential feature of educational assessments and is **necessary to produce comparable information about student learning**.
- Change to Color and/or Font – The background and font colors can be changed for both questions and answers to assist visually-challenged students.
- Large Font size - The font size may be changed to 18-point for visually-challenged students.

➤ ECAs

- Screen Reader – For students with a read aloud accommodation, a screen reader is available. The screen reader will only read those items that are allowed to be read, and the student can stop the reader at any time. The student can navigate the audio for questions using the audio controller.

Allowable Accommodations for Students with Disabilities

*To be permitted, an accommodation **MUST** be used by the student on a regular basis in the classroom and **MUST** be documented formally in the student's educational record (refer to page 4 for allowable ways to formally document)*

Assessment Accommodations

Presentation	Accommodation	Requires reporting in the DOE-TL data file or on the Student Information Questionnaire (SIQ)
	Student provided access to sound amplification system	No
	Student allowed to use assistive technology to magnify/enlarge	No
	Student allowed to use acetate film	No
	Student permitted to read aloud to him or herself	Yes
	Student provided access to large print version of test	Yes
	Student provided access to own resources (e.g., bold print protractor, real coins, bold/raised line graph paper, bold/raised line writing paper)	Yes
	Student provided access to a Braille test format	Yes
	Student provided access to an interpreter for sign language	Yes
	Test read aloud to the student (except items testing comprehension)	Yes

Presentation

Student provided access to sound amplification system

- Guidelines:** Actual test questions may not be read aloud.
The student may turn the system off during the test session (to reduce distractions).
- Preparation:** Extra batteries may be needed if device fails during assessment.

Student allowed to use assistive technology to magnify/enlarge*

- Guidelines:** The actual test book may not be copied or enlarged.
- Preparation:** The student may need to be seated near an electrical outlet.
In the event that technology does not function properly, a backup plan should be developed prior to the test administration.

* For online testing, large font size will display test items in 18-point font. (This is the same size as a large-print paper-and-pencil test book.)

Student allowed to use acetate film*

- Guidelines:** The actual test book may not be copied or enlarged.

*For online testing, background and font colors can be changed for both questions and answers.

Student permitted to read aloud to him or herself

- Preparation:** Small group or one-on-one testing should be considered for this test administration. A whisper phone may be used for this accommodation.

Student provided access to large print version of test*

- Guidelines:** ISTEP+ Applied Skills and Multiple-Choice, IREAD-3, IMAST and ECAs: paper versions are 18-point font.
- Preparation:** A larger desk may be needed to accommodate the size of the test books.
Orders for ISTEP+ Applied Skills, ISTEP+ Multiple-Choice, IREAD-3, IMAST large print (and Braille) test books are submitted by the Corporation Test Coordinator (CTC) in late fall.

Orders for ECA large print (and Braille) test books are submitted by the Corporation Test Coordinator (CTC) through the iTester Admin site during registration for each testing window.

Please contact your CTC to confirm the request of these documents.

Follow-up: ISTEP+ Applied Skills Large Print test books are returned “as is” (i.e., responses are not transferred to a standard edition book). ISTEP+ Multiple-Choice Large Print test responses must be transferred into a standard edition test book. Refer to the *Test Coordinator’s Manual* for instructions on returning these materials.

ECA Large Print written responses are returned “as is” (i.e., responses are not transferred to a standard edition book). Multiple-choice and gridded-response answers must be transferred to a standard edition test book. Refer to the *Test Coordinator’s Manual* for instructions on returning these materials.

*For online testing, ISTEP+ Applied Skills, ISTEP+ Multiple-Choice, and IREAD-3 can be enlarged to 18-point font.

Student provided access to own resources (e.g., bold print protractor, real coins, bold/raised lined graph paper, and bold/raised lined writing paper)

Guidelines: The personal resource must be formally documented and cannot provide a student with an unfair advantage.

Preparation: The Corporation Test Coordinator must approve any resource prior to the test session. Each resource must be inspected prior to use to ensure nothing is written of additional benefit or that no other modification to the resource has been made.

Student provided access to a Braille test format

Guidelines: Students may respond in Braille or with an AT device. Some Braille may be used in combination with other accommodations.

Preparation: The Braille version is typically provided in contracted Braille. Orders for ISTEP+ Applied Skills, ISTEP+ Multiple-Choice, IREAD-3, IMAST (large print and) Braille test books are submitted by the Corporation Test Coordinator (CTC) in late fall.

Orders for ECA (large print and) Braille test books are submitted by the Corporation Test Coordinator (CTC) through the iTester Admin site during registration for each testing window.

Please contact your CTC to confirm the request of these documents.

Follow-up: ISTEP+ Applied Skills Braille test books are returned “as is” unless a computer-generated response is included. ISTEP+ Multiple-Choice test responses must be transferred into a standard edition test book. Refer to the *Test Coordinator’s Manual* for instructions on returning these materials.

ECA Braille written responses are returned “as is”. Multiple-choice and gridded-response answers must be transferred to a standard edition test book.

Refer to the *Test Coordinator's Manual* for instructions on returning these materials.

Student provided access to an interpreter for sign language

- Guidelines:** Student should be familiar with interpreter.
Parents are not allowed to serve as the educational interpreter.
- Implementation:** Interpreter may only sign verbatim what is being stated by the test administrator.
- Reading comprehension questions may not be signed to the student under any circumstances.
- While the interpreter or proctor may be used to read the questions verbatim, the test directions must be provided by a licensed teacher (also the test administrator).

Test read aloud to the student (except reading comprehension questions)*

- Guidelines:** The reading comprehension questions **may not** be presented orally, nor may any question where oral presentation is noted as being prohibited.
- When a screen reader is available it **must** be used in lieu of a human reader to ensure standardization. Standardization is an essential feature of educational assessments and is **necessary to produce comparable information about student learning**.
- Preparation:** Audio CDs are available for grades 3-5 and all ECAs.
- Implementation:** Read aloud directions will need to be followed by test administrator.

*For online testing, a screen reader is available for ISTEP+ Applied Skills, ISTEP+ Multiple-Choice, IREAD-3 and all ECAs.

Setting and Environment	Accommodation	Requires reporting in the DOE-TL data file or on the Student Information Questionnaire (SIQ)
	Student provided special lighting conditions	No
	Student tested in small group setting	No
	Student tested individually	Yes

Setting and Environment

Student provided special lighting conditions

Preparation: Seating for the student should be planned prior to the test administration to ensure placement near an electrical outlet.

In the event that technology does not function properly, a backup plan should be developed prior to the test administration.

Student tested in small group setting

Preparation: Location for testing should be planned prior to the administration.

Student tested individually

Preparation: Location for testing should be planned prior to the administration.

Response Format	Accommodation	Requires reporting in the DOE-TL data file or on the Student Information Questionnaire (SIQ)
	Student allowed to use alternative indication of response (e.g., circle, point to, or state answer)	Yes
	Student provided access to a scribe for all open-ended items	Yes
	Student allowed to use a calculator during sessions identified as non-calculator sessions	Yes
	Student allowed to use an approved, bilingual word-to-word dictionary	Yes
	Student provided access to a computer or other assistive technology (AT) device	Yes

Response Format

Student allowed to use alternative indication of response (i.e., circle, point to, or state answer)

Guidelines: Alternative indication of response options are: circle, point to, state, or otherwise indicate answers to multiple-choice and/or gridded-response questions.

This accommodation may be indicated for students who have limited hand strength, are non-verbal, or experience lack of control over/expertise with prosthesis.

Student provided access to a scribe for all open-ended items (e.g., constructed-response, extended response, short response, and essay)

Guidelines: Scribe writes out the answers as dictated by the student.

Assistive technology (AT), rather than a human scribe, should be utilized whenever possible (e.g., a speech-to-text software program).

Preparation: Review the instructions on pages 6-7 of this appendix on how to scribe during testing and how technology may be used during the assessment session.

The scribe should be someone who is familiar with the student's vocabulary, spelling and grammar skills.

Student allowed to use a calculator during sessions identified as non-calculator sessions

Guidelines: The student must be provided with the type of calculator used on a routine basis.

The student is required to write out the steps used to solve the problem. Written work must be submitted along with the test book and processed for scoring.

Preparation: Refer to the Calculator Policy that lists the electronic devices that are **not** permitted. This policy is included in the *Examiner's Manual* and:

ISTEP+/IMAST: <http://www.doe.in.gov/sites/default/files/assessment/calculatorpolicy.pdf>

Algebra I ECA:

<http://www.doe.in.gov/sites/default/files/assessment/calculatorpolicyalgebrai.pdf>

Student allowed to use an approved, bilingual word-to-word dictionary

Guidelines: This is an accommodation that may only be used with students who are LEP (Levels 1-4). Only dictionaries or electronic translators that include word-to-word translations are allowed.

Preparation: A list of approved bilingual word-to-word dictionaries may be found in *Appendix I* of the *Indiana Assessment Program Manual*. Dictionaries that include definitions or pictures are not allowed. The dictionary should not be used for the first time during testing and students should be familiar with the dictionary they will use on the test.

Student provided access to a computer or other assistive technology (AT) device*

Preparation: In the event that technology does not function properly, a backup plan should be developed prior to the test administration.

Review the instructions on page 7 of this appendix on how technology may be used during the assessment session.

*In order to use technology (other than online testing or computer-generated response for ISTEP+ Applied Skills or ECAs) during a required state assessment administration, the Corporation or School Test Coordinator **must submit a request for approval** to the Indiana Department of Education, Office of Student Assessment using the **Request for Non-Standard Assessment Accommodation** form (provided in *Appendix B* of the *Indiana Assessment Program Manual*) by the date specified on the form.

Timing / Scheduling	Accommodation	Requires reporting in the DOE-TL data file or on the Student Information Questionnaire (SIQ)
	Time of day for testing altered	No
	Student provided additional breaks	No
	Longer breaks between sessions	No
	Student provided extended testing time for test sessions	Yes

Timing / Scheduling

Time of day for testing altered

Guidelines: Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).

For all assessment sessions, once a session has started, it must be completed during that same day.

Preparation: This accommodation will require thoughtful scheduling of test sessions.

Student provided additional breaks*

Guidelines: Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).

Additional breaks can only occur at the end of a test session (a test session cannot be interrupted).

Preparation: Additional breaks must be planned for prior to the start of the test session.

This accommodation will require thoughtful scheduling of test sessions.

*In order to give a student breaks within a test session, the Corporation or School Test Coordinator **must submit a request for approval** to the Indiana Department of Education, Office of Student

Assessment using the **Request for Non-Standard Assessment Accommodation** form (provided in Appendix B of the *Indiana Assessment Program Manual*) by the date specified on the form.

Longer breaks between test sessions

Guidelines: Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).

This accommodation may only occur at the end of a test session.

For all assessment sessions, once a test session has started, extended time is added on to the existing session and must be completed before the end of the day.

Preparation: This accommodation requires planning and collaboration to ensure that all other administration requirements for the assessment are met (e.g., the order of the test sessions is not altered, natural pauses in sessions are considered, etc.).

Student provided extended testing time for test sessions

Guidelines: A time limit should be set for the student (e.g., time and 1/2) and documented formally in the student's educational record. Unlimited time is not allowed.

A test session cannot be extended beyond an instructional day.

Implementation: To provide "extended time", minutes must be added to the current test session. (It is important to note that "extended time" does not represent an opportunity for the student to complete the current test session later that same school day.)

Allowable Accommodations for English Learners

*To be permitted, an accommodation **MUST** be used by the student on a regular basis in the classroom and **MUST** be documented formally in the student's Individual Learning Plan (ILP) educational record.*

Accommodations are permitted for any student who is LEP (Levels 1-4).

Assessment Accommodations

Presentation	Accommodation	Requires reporting in the DOE-TL data file or on the Student Information Questionnaire (SIQ)
	Test read aloud to the student (except items testing comprehension)	Yes

Presentation

Test read aloud to the student (except reading comprehension questions)*

Guidelines: The reading comprehension questions **may not** be presented orally, nor may any question where oral presentation is noted as being prohibited.

When a screen reader is available it **must** be used in lieu of a human reader to ensure standardization. Standardization is an essential feature of educational assessments and is **necessary to produce comparable information about student learning**.

Preparation: Audio CDs are available for grades 3-5 and all ECAs.

Implementation: Read aloud directions will need to be followed by test administrator

*For online testing, a screen reader is available for ISTEP+ Applied Skills, ISTEP+ Multiple-Choice, IREAD-3 and all ECAs.

Setting and Environment	Accommodation	Requires reporting in the DOE-TL data file or on the Student Information Questionnaire (SIQ)
	Student provided special lighting conditions	No
	Student tested in small group setting	No
	Student tested individually	Yes

Setting and Environment

Student provided special lighting conditions

Preparation: Seating for the student should be planned prior to the test administration to ensure placement near an electrical outlet.
In the event that technology does not function properly, a backup plan should be developed prior to the test administration.

Student tested in small group setting

Preparation: Location for testing should be planned prior to the administration.

Student tested individually

Preparation: Location for testing should be planned prior to the administration.

Response Format	Accommodation	Requires reporting in the DOE-TL data file or on the <i>Student Information Questionnaire (SIQ)</i>
	Student allowed to use an approved, bilingual word-to-word dictionary	Yes

Response Format

Student allowed to use an approved, bilingual word-to-word dictionary

Guidelines: This is an accommodation that may only be used with students who are LEP (Levels 1-4). Only dictionaries or electronic translators that include word-to-word translations are allowed.

Preparation: A list of approved bilingual word-to-word dictionaries may be found in *Appendix I* of the *Indiana Assessment Program Manual*.

Dictionaries that include definitions or pictures are not allowed. The dictionary should not be used for the first time during testing and students should be familiar with the dictionary they will use on the test.

Timing / Scheduling	Accommodation	Requires reporting in the DOE-TL data file or on the Student Information Questionnaire (SIQ)
	Time of day for testing altered	No
	Student provided additional breaks	No
	Longer breaks between sessions	No
	Student provided extended testing time for test sessions	Yes

Timing / Scheduling

Time of day for testing altered

Guidelines: Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).

For all assessment sessions, once a session has started, it must be completed during that same day.

Preparation: This accommodation will require thoughtful scheduling of test sessions.

Student provided additional breaks*

Guidelines: Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).

Additional breaks can only occur at the end of a test session (a test session cannot be interrupted).

Preparation: Additional breaks must be planned for prior to the start of the test session.

This accommodation will require thoughtful scheduling of test sessions.

*In order to give a student breaks within a test session, the Corporation or School Test Coordinator **must submit a request for approval** to the Indiana Department of Education, Office of Student

Assessment using the **Request for Non-Standard Assessment Accommodation** form (provided in Appendix B of the *Indiana Assessment Program Manual*) by the date specified on the form.

Longer breaks between test sessions

- Guidelines:** Test sessions must be given in consecutive order (as outlined in the *Examiner's Manual*).
- This accommodation may only occur at the end of a test session.
- For all assessment sessions, once a test session has started, extended time is added on to the existing session and must be completed before the end of the day.
- Preparation:** This accommodation requires planning and collaboration to ensure that all other administration requirements for the assessment are met (e.g., the order of the test sessions is not altered, natural pauses in sessions are considered, etc.).

Student provided extended testing time for test sessions

- Guidelines:** A time limit should be set for the student (e.g., time and 1/2) and documented formally in the student's educational record. Unlimited time is not allowed.
- A test session cannot be extended beyond an instructional day.
- Implementation:** To provide "extended time", minutes must be added to the current test session. (It is important to note that "extended time" does not represent an opportunity for the student to complete the current test session later that same school day.)

Prohibited Accommodations

The following accommodations are **not allowed for any students at any time:**

Presentation

- Reduce the complexity of the language in the directions or test items
- Use of visual cues or color-coded prompts
- Assessment administered in a language other than English

Timing/Scheduling

- Unlimited time given for each test section
- Sessions extended beyond an instructional day
- Return to a prior test session after conclusion of that session